

The Influence of Cartoon Film Media on Story Listening Skills and Cognitive Learning Outcomes

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ABSTRACT

The objective of this study is to ascertain the impact of utilising cartoon film media on the development of listening skills and cognitive learning outcomes in the context of Indonesian language content. The research methodology employed is quantitative research utilising a quasi-experimental research model, specifically employing a pretest-posttest control group design. The population under investigation comprised 60 pupils who were all in class III at a public elementary school located in Karanganyar, Klaten. Sampling in this study was purposive sampling, meaning that it was based on certain characteristics that are seen as having a close relationship with the characteristics of the population. The sample was chosen because it has the ability to homogeneously meet student criteria. Instrument tests carried out research analysis in the form of validity and reliability tests, prerequisite tests consisting of normality tests and homogeneity tests, and hypothesis testing in the form of paired sample t-tests. The findings of this study suggest that the utilisation of cartoon film media significantly impacts the enhancement of listening skills and cognitive learning outcomes among individuals from Indonesia. The data presented is derived from the learning outcomes of the experimental group, which had a pretest mean score of 73.83 and a posttest mean score of 82.66. Similarly, the control group had a pretest mean score of 73.00 and a posttest mean score of 81.50. The evaluated numerical data reveals that there are three students who have achieved exceptional performance, with scores over 80%. Additionally, 18 students obtained high scores ranging from 60% to 80%, while nine students achieved scores in the lower range of 40% to 60%.

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1. INTRODUCTION

Education is a process of studying something in order to improve oneself and one's surroundings. A secondary purpose of formal schooling is to help students develop into more responsible adults. Education is crucial since it determines the calibre of a country's people resources. Dwijayani (2019) argues that education is also a process that enhances one's quality of life by enhancing one's knowledge,

attitude, and skill set. Given that most learning takes place in informal settings like homes, classrooms, and communities, it stands to reason that education will evolve throughout time. One of the subject matter in education found in elementary schools to universities is the subject of Indonesian. With the youth oath on October 28, 1982, Indonesian was officially recognised as the national language and the language of unification.

Satria Trio (2017) argues that language plays a crucial function in society since it facilitates communication and, by extension, changes the lives of those who engage in it. Learning a language is the same as learning how to speak, as stated by Ali (2020), who claims that language is a tool utilised in conversation. Rahmayantis (2016) argues that a poor two-way dialogue between students and teachers is a major cause of educational failure. As a result, the material covered in Indonesian class is a way by which students can improve their oral and written communication skills. The purpose of studying Indonesian is to expand one's horizons intellectually, practically, and artistically.

One of the content of lessons that must be taught in schools is Indonesian learning. According to Jayanti & Rosita (2019), Learning is a process of achievement in changes in behavior or competence in students after participating in learning activities. According to Pane & Darwis Dasopang (2017), Learning is the process of providing guidance or assistance to students when carrying out learning activities. While according to Farhrohman (2017), Learning is an effort to facilitate and improve the learning process. By applying Indonesian learning, it is hoped that it will be able to improve the skills of students when communicating by applying good and appropriate language use.

According Farhrohman (2017) When learning a language, there are four aspects of skills, namely, listening skills, speaking skills, reading skills, and writing skills. According to Dung (2021) Listening is a foundation for building all other capabilities as the primary medium that individuals use to develop interactions with their language and culture. According to Renukadevi (2014) In addition to being the main form of communication, listening also helps students' language to understand the beauty of language. Each skill is closely related to other skills in a diverse way. The first aspect of listening and speaking skills is learned before entering school while reading and writing skills are learned while in school. Ernawati & Rasna (2020) suggests that a person is considered successful in listening if he is able to understand and convey the information he has listened to from the material.

Listening skills are very important at the school level. According to Kurniaman & Huda (2018) Listening is the basis of a language that is highly functional and meaningful for humans to symbolize word symbols from the process of listening to the sounds of language, identifying, and assessing the meanings contained in it. While according to Pebriana & Fantiro (2017) Listening is a way to obtain information conveyed by others so that it can be implemented at the next stage, namely speaking, reading, and rewriting to convey information to others. According to Munar (2021) There are four purposes of listening, namely (1) to learn or obtain information, (2) to appreciate, (3) to involve oneself, and (4) to address problems within reach. While according to Tarigan (2008:63) There are stages in listening, namely the listening stage, the understanding stage, the interpretation stage, and the evaluation stage. According to Faizah & Sriyanto (2021), Indicators in the assessment of listening skills include, namely listening preparation and interest in listening.

To achieve success in the learning process, learning media is needed. Learning media serves to help teachers so that students are more interested in the learning process According to Musfikon in Suryani d, (2018:4) states that learning media is a tool that serves to explain part of the entire learning program that is difficult for students to understand. According to Abduh (2015) states that the media and culture that exist in the living environment can be determinants of cognitive development or knowledge in children and also in their mindset. While Dwijayani (2019) states that learning media is a learning resource that can help teachers to broaden the horizons of students and as a teacher's tool in delivering material during the learning process. According to Novita, Sukmanasa & Pratama (2019) One of the factors that cause students not to obtain learning outcomes that are in accordance with predetermined standards or KKM is the use of learning media that is not optimal.

Thus, it is necessary to have several things that must be known when designing learning media. According to Supriyono (2018) in Good learning media that is, media that is designed simply and designed according to the material to be studied by students. According to Fatikh (2019) The more interesting the media used, the more motivated students will be in learning. By using learning media, it will prevent saturation in students. Through learning media, there are more interesting things for students to pay attention to compared to teachers who only explain with material. According to Lestari & Mustadi, (2020) The media that can be applied in schools is the use of audio media by utilizing LCD projectors because the learning method can adapt to the needs and conditions of students.

It also implies, as stated by Mutiealralmses, S & Murni (2021), that alterations in behaviour towards individuals result from educational outcomes. Learning outcomes are the results of an assessment of a student's knowledge, attitude, and skills that follows the learning process (Nurrital, 2018). Together, the teacher and pupils may do far more than either could do individually. The cognitive, motivational, and affective learning of students is assessed both before and after the usage of learning media, as stated by Qialo, Yeung, Shen, and Chu (2022). According to Zhalng, Talo & Liu (2020) Learning with cognitive concepts is an area of attention that involves dynamic capacities. The purpose of learning outcomes is to evaluate the effectiveness of a curriculum.

This research is in line with previous research by Oktaviani Roza (2022) which states that audio-visual media is able to influence the ability to listen to students' stories. So that using these media can be applied to learning activities. This is evidenced in the acquisition of the average score of learning outcomes of students in the experiment group reaching a score of 72.23 in the good category, while in the control group only 68.86 in the sufficient category. Further research Aidilafitri et al., (2021) which discusses training in listening to stories through audio-visual media. This can be proven by the learning outcomes of students before using listening learning media that use that 70% or 14 from 20 students score below the Minimum Completion Criteria, and 30% or 6 out of 20 students score above the Minimum Completion Criteria. The Minimum Provisions Criteria for Indonesian that have been set by the school are 75. However, the results obtained after using audio-visual media for students have increased learning outcomes, originally there were only 30% or 6 out of 20 students who obtained scores above kkm now 60% or 12 out of 20 students. The skill of listening to stories by utilizing audio-visual media provided to students is very positive as evidenced by the increasing learning outcomes of didk participants, especially in learning to listen to ceita and the results of evaluation tests answered by students.

As for the similarities and differences between the relevant research above, the similarities between the two previous studies and this study both examine the ability to listen to students and the use of audio media, as for the differences from this study, namely in the media applied, the location of the research and the year of research, the researcher used cartoon film media to see the comparison of student learning outcomes and the locations used and those that have been studied.

Based on the results of the discussion and interviews that the researchers conducted with the homeroom teacher of grade III SD Negeri 1 Karanganom, during Indonesian language learning activities, the teacher uses contextual methods and occasionally uses PowerPoint presentations to deliver material. At the time of learning, students seem enthusiastic if the media used by the teacher is interesting. In the learning activities that take place when students are bored, they will talk to their friends and lack of fiber concentration does not listen well because the learning carried out is less interesting. For the Minimal Completeness Criteria (KKM) the Indonesian load is still there that has not been reached by all of them. Therefore, there are several ways that researchers can overcome this problem, namely by using cartoon film learning media.

The researcher chose cartoon films as a research medium because this medium can be used to present the material by reciting the story and illustrating the characters in the storyline, which will attract students' attention during the learning process. According to Rindawati & Thamrin (2022), A cartoon is a collection of images taken from a moving object. The image of the object is then projected onto a screen, and it is rotated at a certain speed so as to produce a vivid image. According to Hidyah,

Ario & Bherta (2019) A cartoon film is a film that contains images that are polished so as to produce the illusion of movement that if projected to make the film look like real so that it is interesting, interaction and not boring for everyone. The film moves quickly and alternately providing continuous visualization. The film combines audio-visual media and audio media a series of series presented in the form of images on the screen accompanied by movements from the perpetrators. Thus, researchers are interested in conducting research on the use of cartoon film media on the skill of reading stories and cognitive learning outcomes of students.

However, based on previous studies, there has been no research that focuses on the use of cartoon film media on story listening skills and learning outcomes for third-grade elementary school students. Based on this background, this study aims to determine the effect of the use of cartoon film media on story listening skills and students' cognitive learning outcomes.

2. METHODS

This study uses a type of quantitative research with a quasi-experimental model, which aims to predict the state of the data achieved through actual experimentation. The research design used by the researcher is a pretest-posttest control group design. design which means that there are two groups, namely the control group (the group that is not given treatment) and the experimental group (which is given treatment / treatment). Both groups were given a pretest (the test was the same), then given special treatment for the experimental group and finally a posttest (the test was the same).

Researchers tested cartoon film media to find out whether cartoon film media has an effect on students' listening skills in Indonesian subjects by comparing the listening skills test of students who use card film media with those who do not use cartoon film media. Table 1 presents the research design used by the researcher in the research process.

Table 1. Research design

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_1	-	O_2

Information:

Experiment : Who is given treatment
 Control : Not given treatment
 O_1 : Pretest
 x : Treatment of the experimental group
 O_2 : Posttest

The population in this study was all students of class III SD Negeri 1 Karanganom for the 2021/2022 school year, totaling 60 children. The sampling technique is carried out using purposive sampling techniques or aiming samples that are based on certain characteristics that are considered to be closely related to known population characteristics. The sample was chosen because it has homogeneous learner ability criteria. This is explained by the class teacher during the interview process to recognize the ability of student learning outcomes.

Before conducting research in grade III SD Negeri 1 Karanganom, researchers first conduct instrument tests on students who are not used for research. Test instrument tests on pretest and posttest questions to determine validity and reliability. The data analysis technique uses a prerequisite test, namely the normality test using the Kolmogorov-Smirnov test technique 62 and the homogeneity test. The last one is hypothesis testing using paired sample tests. All of this data is processed using SPSS 16.0.

Data collection techniques in this study are in the form of tests and non-tests. The test is in the form of multiple choice, consisting of fairy tale story questions, characterization, story content, and character. This test aims to find out the differences in student learning outcomes before and after the use of cartoon film media. Data were obtained from pretests and posttests given to the experimental and control groups. In this study, multiple choice tests were given twice, the first of which was carried out by researchers to find out the basic abilities that students have in listening learning before using cartoon media. The second multiple-choice test is carried out to determine the ability of students to listen after using cartoon film media. The non-test data collection techniques used in the dual analysis are observation and documentation. Meanwhile, to calculate the students' questionnaire, researchers use calculations with a Likert scale. Observation aims to collect data and information to recognize phenomena in the form of events or actions to measure behavior in the classroom. Observations are carried out when the learning activities are in experimental groups and control groups.

3. FINDINGS AND DISCUSSION

3.1 The Effect of Cartoon Film Media Use on Listening Skills and Cognitive Learning Outcomes Indonesian

Descriptive analysis is a description of the data obtained from the study and the data is used to describe the research results. In the descriptive analysis, pretest and posttest data of the experimental and control groups were obtained, including mean (mean), midpoint (median), mode, standard deviation, variance, minimum score and maximum score. On the table. 2 and table. 3 serves to see a comparison of the results of the data obtained from the control group in the experimental group.

Table 2. Control Group Pretest and Posttest Results Data

Statistic	Pretest	Posttest
Number of learners	30	30
Number of questions	10	10
Number of values	1.784	2.391
Average	59,4	79,7
Standard deviation	9.409	10.901
Varians	88.533	118.838
Maximum value	78	100
Minimum value	40	54

Table 3. Pretest and Posttest Results Data of the Experimental Group

Statistic	Pretest	Posttest
Number of learners	30	30
Number of questions	10	10
Number of values	2.225	2.640
Average	74,1	88
Standard deviation	9.199	7.834
Varians	84.626	61.379
Maximum value	90	100
Minimum value	55	70

From the calculation results in the descriptive analysis, the average value of the pretest showed that the experimental group and the control group before applying the cartoon film media had different initial abilities. So the next stage was given a final test in the form of a posttest in the experimental group that used cartoon film media and in the control group that did not use cartoon film media. After

treatment, it was proven that cartoon film media has an influence on the skills of listening to stories and learning outcomes. This can be seen from the scores obtained by students with experimental groups that are superior to the control group because of the variance of the experimental group's posttest data and the experimental group's posttest and the control group's posttest According to Lestari & Mustadi (2020), storytelling activities will stimulate the development of a component of linguistic intelligence, namely the ability to use that component to achieve practical goals. This is in line with Momang (2021) In the context of language learning, one of the main factors for academic and professional success is from listening activities.

In data from Table 2 and Table 3, it is known that the average posttest learning outcomes of the experimental group are different from the average learning outcomes of the control group, namely 74.1 and 59.4. As for the posttest learning outcomes of the experimental group, it has increased significantly. The average score obtained in the control group during the posttest was 79.7 and the experimental group was 88.0. This happened because after using cartoon film learning media in the experimental group. This is supported by Yasmine, Agustina & Rini (2020) which suggests that learning media in the form of films is able to train students' listening skills because it not only provides audio but also visuals, so that students are more focused on listening. In addition according to Hartani (2018) The use of animated film media is able to foster curiosity, student interest, and is able to motivate students to be more active in participating in learning activities, so that students can understand the material and be able to improve student learning outcomes. In this case according to Diana & Maharani (2019) Audio-visual media has advantages in improving perceptual abilities, the ability to improve learning activities, the ability to provide reinforcement to knowledge about the results achieved as well as the ability to improve memory of students. According to Wati, Hartini, Hikmah & Mahtari (2018) In the learning process, teachers pay less attention to the use of media, even though the media has a function to increase preferences for students in schools and in turn, will improve the quality of education.

In line with the research that has been carried out by Susilo (2020), his research also showed that media is more effective for improving student learning outcomes when compared to using audio-visual media. Media can activate all students during the learning process and provide opportunities to work together with students who have heterogeneous abilities. Based on the results of the t test analysis in his research, it showed that the significance value (2-tailed) was 0.003. The significance value is less than 0.05, so it can be stated that H_0 was rejected, which means there is a difference in the results of the postes of learning outcomes Indonesian experimental class with the control class.

On the table. 4 questionnaire analysis criteria, used to measure the listening skills that students have when using cartoon film media in experimental classes.

Table 4. Student Questionnaire Analysis Criteria

Category	Score Category	Frequency	Percentage
Very high	100-80	3	10%
High	80-60	18	60%
Low	60-40	9	30%
Very Low	40-20	0	0%
	Σ	30	100%

Based on the results of the data on the questionnaire analysis criteria for table 4, there were 3 students who achieved very high criteria, 18 students with very low criteria. In addition, other things are also supported by the results of observations that the learning process takes place, namely in learning using cartoon film media, the experimental group students have a greater interest in storytelling activities. This is involved in the ability of students who can retell the content of the story in front of the class and students become active and enthusiastic in answering questions given by the teacher during the process of learning activities in class. Meanwhile, in control groups whose learning activities use the lecture method or without using the media to watch cartoons, students are more difficult to express their opinions in front of the class. The activeness of students during learning also becomes less effective, making students play a passive role and there are still some students chatting during the learning process.

3.2 Research Data Test Results

Before hypothesis testing, the prerequisite tests that must be met are normality tests and homogeneity tests for experimental groups and control groups. The following are presented the results of the normality test analysis and homogeneity test in table 5 and table 6 as follows :

Table 5. Normality Test Results

Group	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Experiment <i>Pretest</i>	.137	30	.157
Experiment <i>Posttest</i>	.146	30	.100
Control <i>Pretest</i>	.144	30	.114
Control <i>Posttest</i>	.078	30	.200*

On the table. 5 normality test results are used to determine whether the spread of pretest and posttest scores in the experimental group and the control group is normally distributed or not. The condition of a power is said to be normally distributed if the degree of significance is greater than 0,05 (sig > 0,05). Based on table 5 above, it shows that for all experimental group and control group data, pretest and posttest show that the kolmogorof-smirnov sig value >0,05. In the pretest experiment, namely with a significant 0.157 and the posttest experiment with a significant 0.100. In the control pretest, it is 0.144 and the posttest control is 0.200. This means that all data from the two groups are normally distributed because they are greater than the sig value > 0,05.

Table 6. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Learning outcomes	Based on Mean	1.927	1	58	.170
	Based on Median	1.907	1	58	.173
	Based on Median and with adjusted df	1.907	1	52.990	.173
	Based on trimmed mean	1.848	1	58	.179

On the table. 6 homogeneity tests were carried out to determine whether or not the level of variance of the two groups, namely the experimental group and the control group. In the homogeneity test, researchers used the SPSS program. This sample is declared homogeneous when the value is significantly greater than $> 0,05$. Based on the results of the normality test and the results of the homogeneity test, it shows that the data obtained are normally distributed and the two samples are homogeneous. The next stage is to carry out hypothesis testing. The hypothesis test in table 7 aims to determine the initial abilities and abilities possessed by students after using cartoon film media or after being given treatment.

Table 7. Hypothesis Test

	Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Ekspersiment Class	-20.23333	11.92992	2.17810	-24.68804	-15.77863	-9.289	29	.000
Control Class	-13.83333	7.95281	1.45198	-16.80296	-10.86371	-9.527	29	.000

From the table. 7 above, it can be known that the significance value is 0.000. Due to value $0,000 < 0,05$ so H_a acceptable and H_0 was rejected so that it was withdrawn that there was an influence on the use of cartoon film media on story listening skills and cognitive learning outcomes of Indonesians in class III SD Negeri 1 Karanganom.

Discussion

The use of cartoon film media in learning has an influence on story listening skills and student learning outcomes. The results of the research data analysis as previously described showed that there was a significant effect on the medial use of Turkish film on the skill of listening to stories in terms of cognitive learning outcomes of Indonesian language in class III elementary schools with a sig (2-tailed) result of 0.000 with a significance level of 5%. This research is in line with Nazilah et al (2022) the use of animated video-based interactive communication has an effect on students' cognitive learning outcomes. Animation video media is media that displays moving images in cartoon form so that it attracts the attention of students in learning (Hapsari et al., 2019). Reinforced by Wahidah et al (2022) that there is an influence from the use of animated cartoon media on learning outcomes in grade V elementary schools.

Animated video is a medium that combines audio media and visual media to attract students' attention, which is able to present objects in detail and can help understand difficult lessons (Akmalia *et al.*, 2021). According to Bahtiar *et al.* (2020) video animation media is a combination of moving images, writing, sound and animation, which is used to make it easier for someone to understand the material. Learning with interactive animated video media can provide an interesting environment and involve students in the teaching and learning process (Khomaidah & Harjono, 2019). Students who learn to use animated media are better at understanding information, reducing the risk of contract failure and giving students freedom (Rahmawati *et al.*, 2022). In line with research Ula & Nugraha (2018) that students who learn to use animated media are more effective in conveying more complex knowledge.

The results of this study are also in line with Fatonah (2019) which found that there was an influence of animated video media on the listening skills of fifth grade elementary school students. This was reinforced by Oktavia & Jupri (2022) that there was an influence in the use of animated cartoon film media on the story listening skills of fourth grade students at SDN Mampang 3 Depok. Animation media has a positive and significant effect on Listening and Reading skills (Randa & Anshor, 2022). Audio-visual media has an effect on improving the ability to listen to folklore in class IV students at SDN Buring Malang. This was obtained through differences in the results of the pretest and posttest values that had been carried out (Friska *et al.*, 2018).

Listening is a complex communication skill that demands attention, understanding, concentration, an active mental attitude, and intelligence to obtain information and understand what the speaker or reader is saying (Waruhu & Putra, 2019). Learning using video-based communication effectively improves learning outcomes because it can motivate students to play an active role in the teaching and learning process so that students can achieve good learning outcomes per the desired goals (Novita & Novianty, 2019). The teacher must pay more attention to the application of learning media in listening to stories, if the application of learning media is not appropriate, the learning outcomes of students will not be optimal. Therefore the teacher must be more innovative and creative in using learning media, especially listening learning so that students' listening skills are optimal (Susilo, 2020).

4. CONCLUSION

The results of the data obtained by researchers and have carried out testing, it shows that the learning outcomes of the experimental group (using cartoon film learning media) and the control group (not using cartoon film learning media) as well as both given pretest and posttest produced different values and showed the experimental group was superior to the control group. sig value. The kolomogorof-Smirnov is greater than 0.05. In the pretest experiment, namely with a significant 0.157 and the posttest experiment with a significant 0.100. In the control pretest, it is 0.144 and the posttest control is 0.200. This means that all data from the two groups is normally distributed because it is greater than the Sig. value $> 0,05$. Meanwhile, from the results of the data obtained, it can be seen that the signification value is 0.000. Due to value $0,000 < 0,05$ so H_a acceptable and H_0 rejected so that it can be concluded that there is an influence on the use of cartoon film media on the skill of listening to serita and cognitive learning outcomes in Indonesians in grade III SD Negeri 1 Karanganom.

With this research, it is hoped that students will be able to take part in learning activities seriously, teachers should improve listening skills and student learning outcomes by making cartoon film media an alternative in learning activities. This research can be used as a reference for future research. However, in this study, it is still limited in the subjects studied, learning materials, research areas, and media use. The hope is that future researchers can develop the use of media to optimize the learning process, which can be more creative and innovative.

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